

State Board Releases Fall ISAT Scores

More than half of Idaho's students are meeting their individual growth targets according to fall 2004 Idaho Standards Achievement Tests (ISAT) scores released by the State Board of Education.

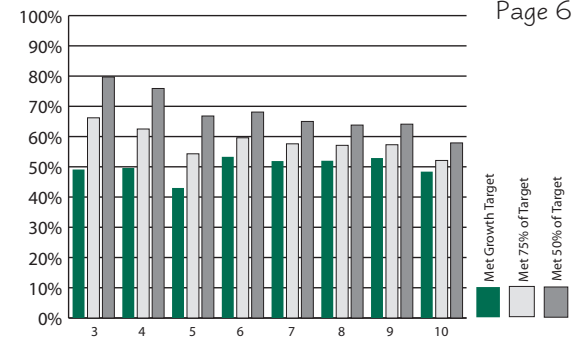
Some of the most exciting news this fall is the percent of students meeting individual growth targets in grades 9 and 10 in the state's most at-risk groups. Hispanic or Latino Ethnicity students reached a higher percent of growth rate than the state average in grades 9 and 10 in reading and grades 6 through 10 in language usage. In reading, American Indian/Alaskan Native students exceeded the state average by 12.5 % in grade 10. Limited English Proficient, or LEP, students had a higher percent of students meeting individual growth targets than the state average in language usage in grades 6 through 10; in reading in grades 7 and 10; and in math in grades 8, 9 and 10. Students with disabilities exceeded the state average in grade 10 in reading and language usage.

"We are strongly encouraged by the gains made by our at-risk students. Efforts by our teachers to close the achievement gap appear to be working. The growth measures, enabled by our testing system, give us the ability to see the hard work being done behind the scenes," said Gary Stivers, Executive Director of the State Board of Education. "The number of students meeting individual growth targets is commendable and sets the stage for even larger gains in the future."

Idaho students in grades 2 through 10 take the ISAT twice a year, fall and spring, in reading, math, and language usage. This is the first release of statewide results identifying the percentage of students meeting their individual growth targets. Spring results identify the percentage of students meeting proficiency or performing at grade level or better. Statewide results showed that while more than half of Idaho's students are meeting their *continued on page 5*

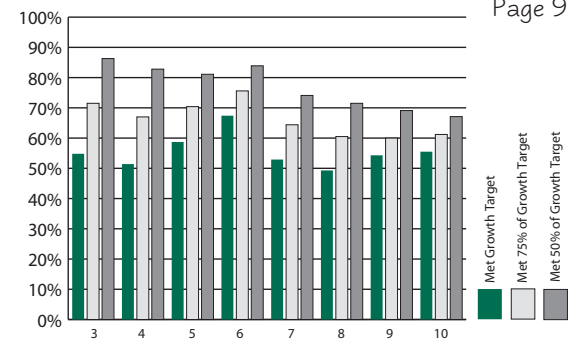
Statewide Students Meeting Growth - Reading

Page 6



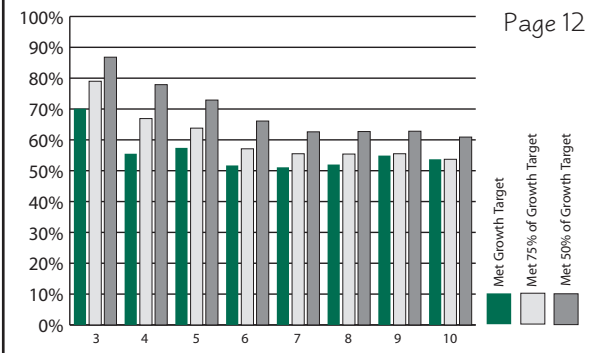
Statewide Students Meeting Growth - Math

Page 9



Statewide Students Meeting Growth - Language Usage

Page 12



Idaho State Board of Education

Roderic Lewis, President
Laird Stone, Vice President
Milford Terrell, Secretary
Paul Agidius
Blake Hall
Karen McGee
Sue Thilo
Dr. Marilyn Howard

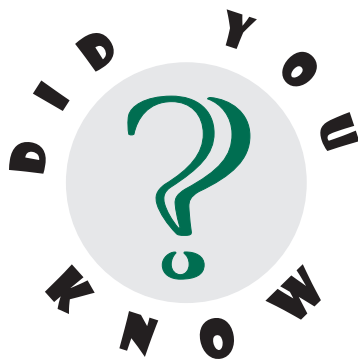
Back Left to Right: Hall, Terrell, Lewis.
Front Left to Right: Howard, Stone,
McGee, Thilo, Agidius.

Inside This Issue

ISAT Fall vs. Spring & Scoring.....	2
What is Growth?.....	3
Five Questions To Ask.....	4
ISAT and Coursework	5
Statewide Results:	
Reading Results	6-8
Math Results	9-11
Language Usage Results.....	12-14
Frequently Asked Questions.....	15
Letter From the President.....	16

What is the ISAT?

ISAT stands for the Idaho Standards Achievement Tests. The ISAT consists of three multiple-choice tests in the core subjects of reading, math and language usage. The ISAT is offered in the fall and spring of each academic year. Districts may choose to test students two additional times during the year. The tests are given in grades 2–10. Students take the test on computer and the test is not timed.



Each school district has a Test Coordinator who manages the ISAT testing process.

Fall vs. Spring



- Fall: The tests are adaptive, meaning the questions get more or less difficult based on how the student answers the previous question.
- Spring: The tests in grades 3–8 are blended meaning they have 42 items that are on-grade level and 20 items that are adaptive. The 10th grade test is completely on-grade level and grades 2 and 9 are adaptive.
- Fall: Tests are given in reading, language usage and math.
- Spring: Tests are given in reading, language usage and math.
- Fall: The tests are aligned to Idaho content standards.
- Spring: The tests are aligned to Idaho content standards.
- Fall: State reports on growth.
- Spring: State reports proficiency.
- Fall: Teachers receive information to assist in improving instruction.
- Spring: Teachers receive information to determine if instructional techniques were effective.



How is the ISAT Scored?

The ISAT is scored on a scale of 150 to 300. Each point or Rasch Unit (RIT) on the scale represents a unit of knowledge for a student. Each subject – reading, math and language usage – have separate scoring scales. So a 200 on the reading scale is not equivalent to a 200 on the math scale. To calculate a

student's score, each question is assigned a difficulty value on the RIT scale. Each student's score is calculated by a formula that includes the RIT difficulty of the item and the number of correct answers. The score is not an average of the number of items answered correctly.

What is Growth?

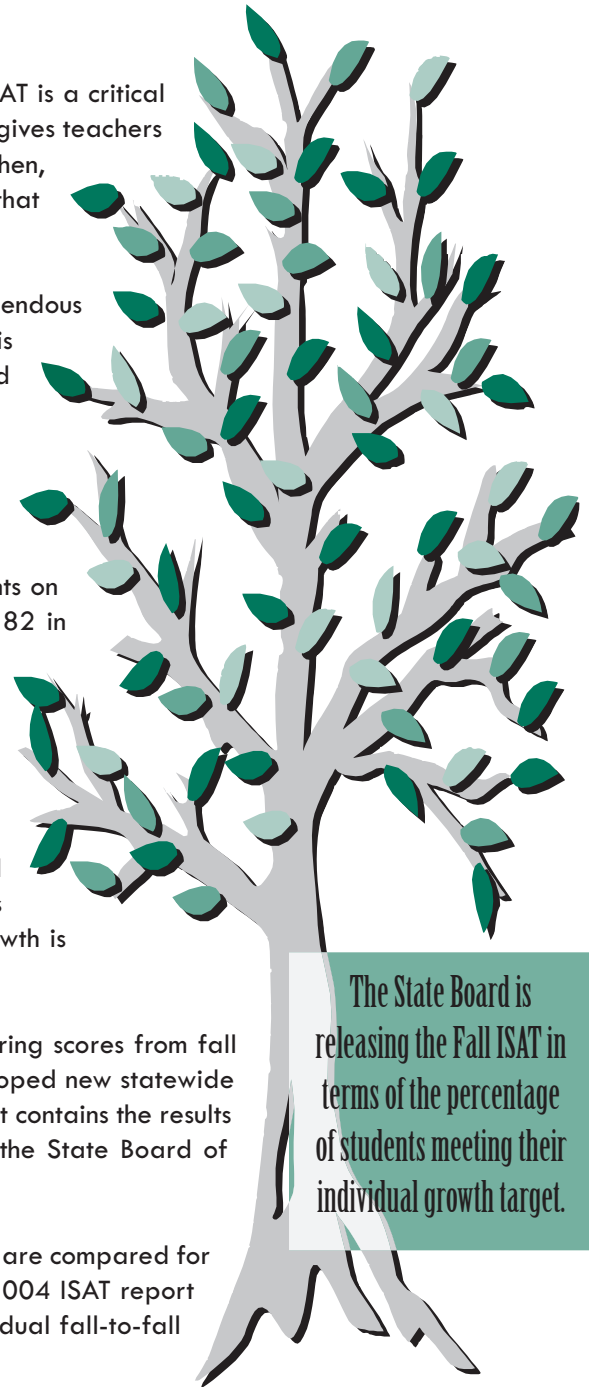
Our education system strives to see that every child is learning every day. The ISAT is a critical part in measuring what students are learning. When students take the fall ISAT it gives teachers and parents a benchmark to show what the child knows when they enter school. Then, in the spring, the student takes the ISAT again to gauge what they have learned that year.

The State Board of Education recognizes that many of our students are making tremendous growth in their academic careers. To measure that growth, the State Board is releasing the fall ISAT scores in terms of how much an individual student has learned versus the student's proficiency score. Here's how it works:

The ISAT scales range from roughly 150 to 300 RIT points or Rasch Units. There is one scale for each subject area. Each scale score represents an individual unit of achievement. Idaho educators and policy makers went through a process, with the advice of testing experts, to determine the score on each scale that represents on grade level performance. For instance, if a second grader scores at least a 182 in reading they would be considered proficient or on grade level. Parents can also compare their child's score from second to third grade because the ISAT scales are continuous. Any particular score in a subject area means the same thing in terms of achievement, regardless of the student's grade level. This continuous scale helps parents and teachers see whether the child is progressing in the subject area. For example, the second grader who scored 182 in reading would have to move 11 points up the scale to 193 to still be considered proficient as a third grader. Most other tests don't offer this type of obvious comparison. Idaho is also unique in that the ISAT is given at least two times a year to ensure that growth is occurring throughout the year.

Just as teachers, students and parents can determine student learning by comparing scores from fall to spring, growth can be measured from year to year. The State Board has developed new statewide growth reports that illustrate growth on a school, district and state level. This report contains the results of student growth at a state level. District and school reports can be found at the State Board of Education's website at <http://www.boardofed.idaho.gov/>.

Student growth is measured in a unit called an "intact cohort." This means that data are compared for the same students who took the fall 2003 ISAT and the fall 2004 ISAT. The fall 2004 ISAT report is calculated on the percentage of students in the group who met his or her individual fall-to-fall growth target.



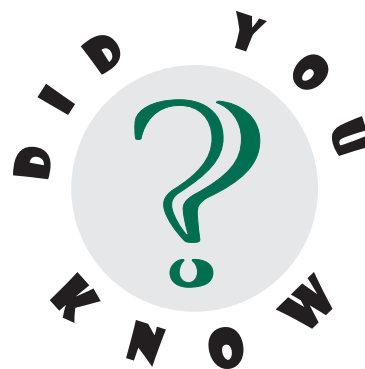
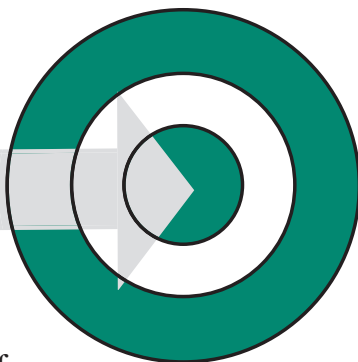
The State Board is releasing the Fall ISAT in terms of the percentage of students meeting their individual growth target.

What's an Individual Growth Target?

It is a reasonable expectation that every student should show academic growth every year. Each student's ISAT report includes information on their individual growth target. This target is important because it will help teachers determine whether the student is making adequate progress. Expected growth or the growth target is based on the number of RIT points a student should typically gain from one school year to the next. The growth target is calculated using data from NWEA (Northwest Evaluation Association). This data is based on the average growth of students with similar RIT scores across the country.

How Growth Targets Are Set

Northwest Evaluation Association (NWEA), the company that administers the ISAT, has spent close to 10 years developing growth tables to calculate how many RIT points students grow each year. For instance, a typical third grader grows 10.7 RIT points in reading from the fall of grade 3 to the fall of grade 4. A typical eighth grader grows 3.8 RIT points from the fall of grade 8 to the fall of grade 9. The NWEA growth tables show that students grow at faster rates in earlier grades. Also, students who begin the year with a lower RIT score tend to grow faster than students with a higher RIT score in the same grade. This information is used for setting individual student growth targets. For example, a 4th grade student who scored 187 on the math test will typically grow an average of 11 RIT. Another 4th grader who scored 205 on a math test would typically grow 9 RIT points by the time he or she takes a math test as a beginning 5th grader. These averages are used to calculate individual student growth targets for each student based on his or her performance.



The State Board of Education makes public the state, district, and school results approximately 45 days after each official test administration in the fall and spring.

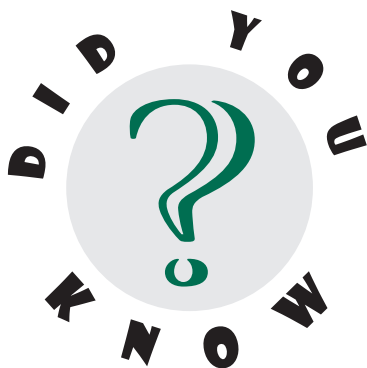
Five Questions Parents Should Ask About Their Child's ISAT Scores

- 1/** What is the growth target for my child on each test?
- 3/** What RIT growth did my child make from fall to spring on each test?
- 4/** Did my child hit their individual growth target?
- 5/** What will be done to ensure my child grows academically?
- 6/** What can I do as a parent to ensure my child grows academically?

239
254
201
186 197
262

How Does Coursework Relate to the ISAT?

In Idaho, we teach to standards and the ISAT tests these standards. Idaho law requires that every student be taught minimum standards in six subjects – math, science, social studies, language arts/communications, health and humanities. These standards serve as a baseline for what each student should know in each grade and teachers are required by Idaho law to teach these standards. For instance, in fourth grade a student should be able to add and subtract fractions, while an eighth grader should be able to simplify algebraic equations. These are minimum standards. Individual school districts can set higher standards. The ISAT tests the basics – reading, math, language arts – to ensure core standards are being taught.



ISAT results are generated for the districts and schools 24 hours after the administration of the exam. Districts are able to print results at the end of each testing session.

ISAT Science

In spring 2005, students in grades 5, 7 and 10 will take the first ISAT science test. The test will be the same format as the reading, math and language usage tests, consisting of 64 multiple-choice questions. The test will include two parts, content and process. Content includes the science facts students must know, such as the parts of a cell. Science process includes the application of how to conduct the experiment. The Science ISAT blueprint can be found at: www.boardofed.id.gov/saa Idaho will focus on the grade spans required by the “No Child Left Behind” Act and eventually will add science tests in grades 2-10.



[continued from page 1]

individual growth targets, more than 58% of students are meeting at least 75% of their growth targets, and more than 69% of students are meeting at least 50% of their growth targets.

In the reading ISAT, the percentage of students meeting their individual growth targets in the state were 49.1% for 3rd grade, 49.6% for 4th grade, 43% for 5th grade, 53.3% for 6th grade, 51.9% for 7th grade, 52% for 8th grade, 52.9% for 9th grade and 48.4% for 10th grade.

Math had the second highest rate of students meeting their individual growth targets with an average of 55.5%. By grade, the percent of students meeting their individual growth targets were 54.8% for 3rd grade, 51.4% for 4th grade, 58.7% for 5th grade, 67.4% for 6th grade, 52.9% for 7th grade, 49.3% for 8th grade, 54.3% for 9th grade, and 55.5% for 10th grade.

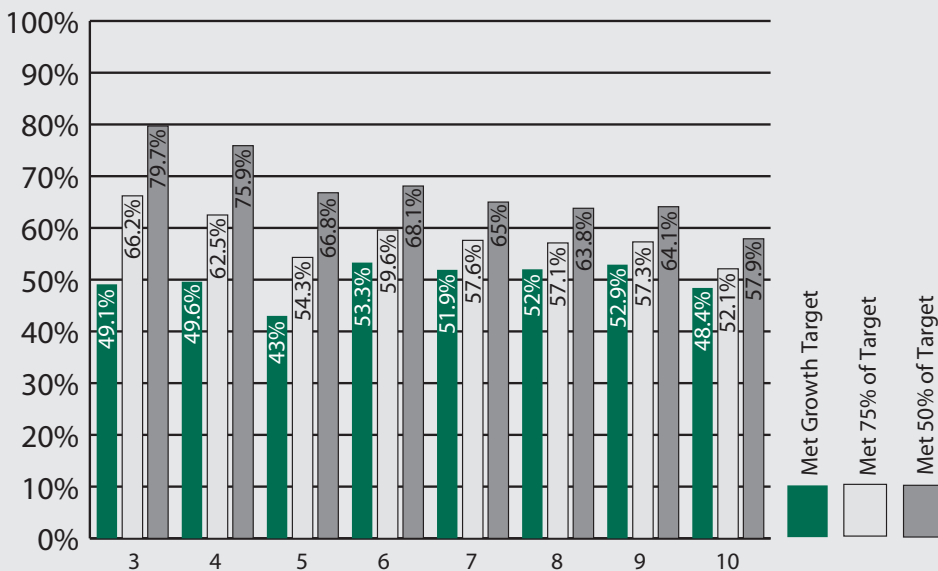
Language usage had the highest rate of students meeting their individual growth targets with an average of 55.8%. By grade, the percent of students meeting their individual growth targets were 70.1% for 3rd grade, 55.5% for 4th grade, 57.4% for 5th grade, 51.7% for 6th grade, 51.1% for 7th grade, 52% for 8th grade, 54.9% for 9th grade, and 53.7% for 10th grade.

Statewide Reading Results

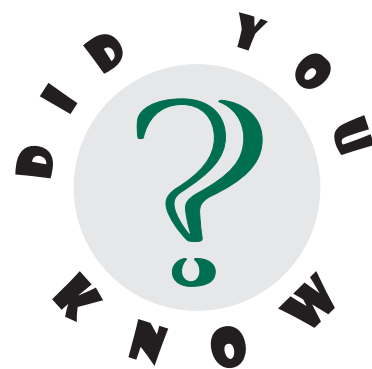
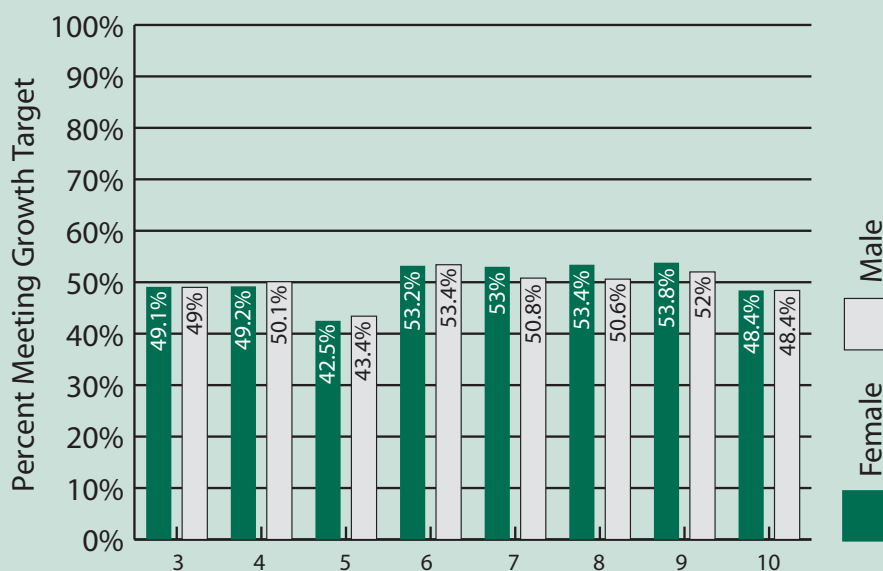
On average, 50% of students in grades 3-10 met their individual growth targets at the state level. The largest difference at the state level appeared in grade 5 where only 43% of students reached their individual growth targets. Compared to the state average, there were differences among the achievement of the different racial and ethnic subgroups. White students typically achieved the state rate of 50% of students meeting the growth targets. Asian students exceeded the state average except in 10th grade. Students classified in the American Indian/Alaskan Native and Hispanic or Latino Ethnicity groups fell below

the state average in all grades except 7th and 10th grades. Hispanic students were only slightly below the state average in 9th grade. Black/African American students exceeded the state average in grades 4 and 6 and were near the state average in the remaining grades. The only gender differences were in grades 7 and 8 where female students met growth targets at a rate of 53% and 54.3% and male students met targets at a rate of 50.8% and 50.6%, respectively. Students in special programs had a lower percent of students meeting growth targets than the state average across grades with three exceptions: LEP students in 7th and 10th grades and students with disabilities in 10th grade.

Statewide Students Meeting Growth - Reading

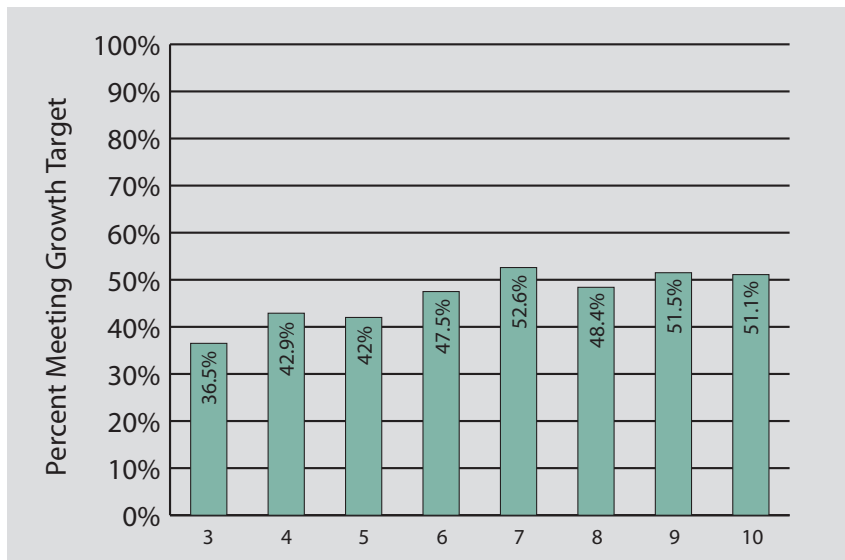


Reading - Statewide Percent Meeting Growth by Gender

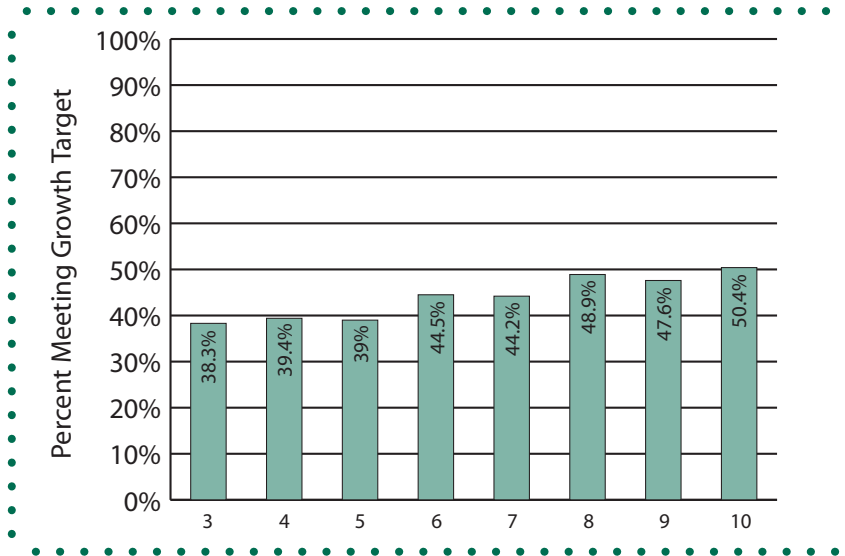


Each school district establishes the date and format in which to report scores to students and parents.

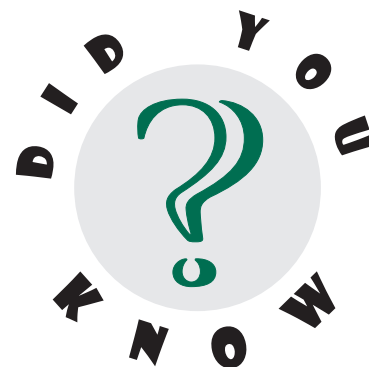
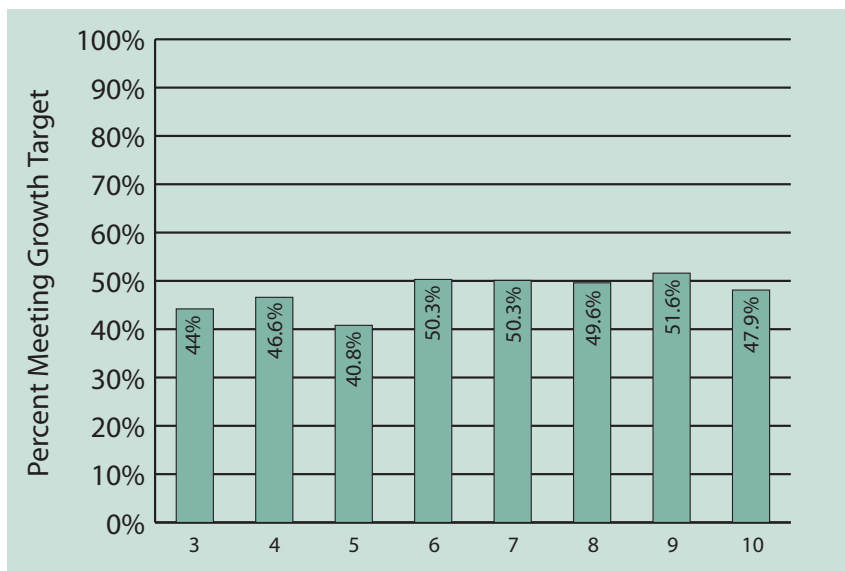
Limited English Proficiency



Students with Disabilities

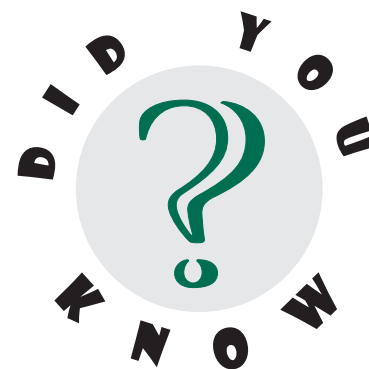


Economically Disadvantaged



More than 375 parents, educators, business leaders, and citizens volunteered over 35,000 hours to create the Idaho Achievement Standards.

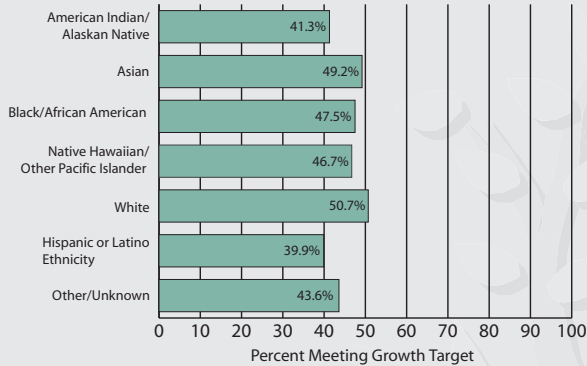
When reading the results of tables, it is important to keep in mind that there is no simple cause-and-effect relationship between membership in a subgroup and achievement on the ISAT.



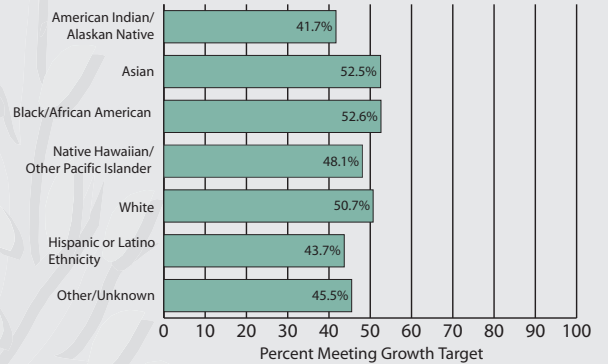
It costs approximately \$4.19 per test to administer the ISAT.

Reading Results by Ethnicity

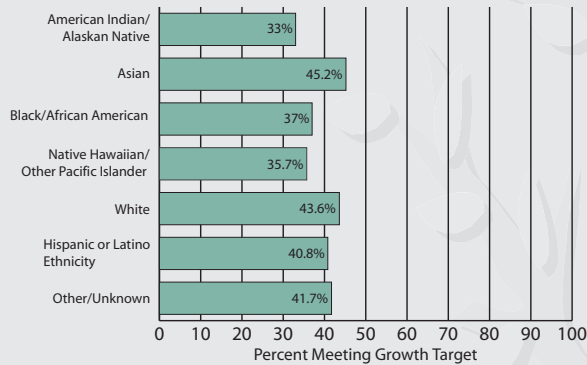
Ethnicity/Race Grade 3 Reading



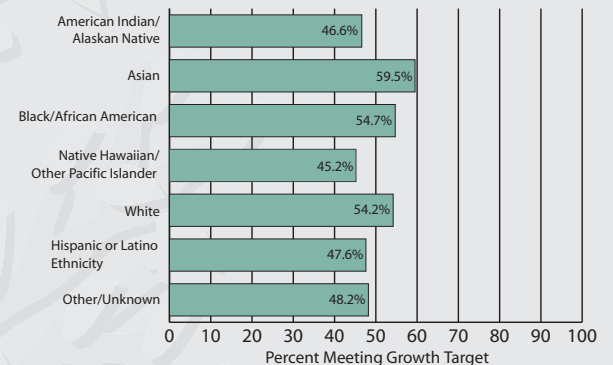
Ethnicity/Race Grade 4 Reading



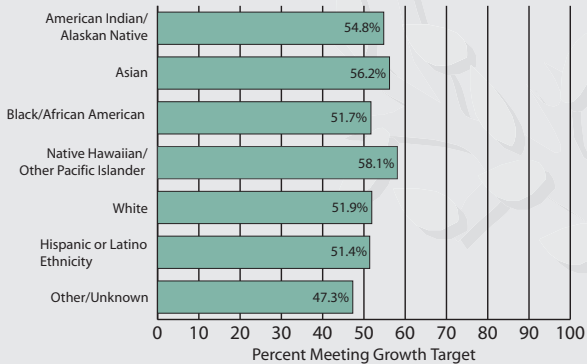
Ethnicity/Race Grade 5 Reading



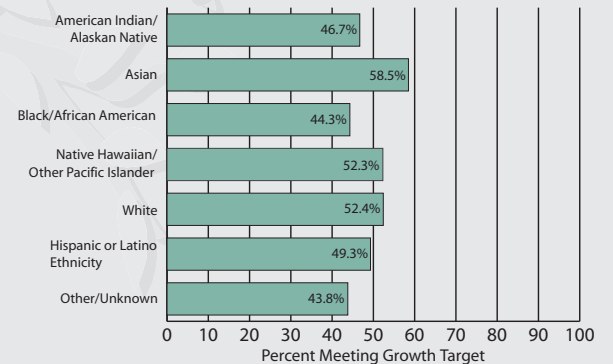
Ethnicity/Race Grade 6 Reading



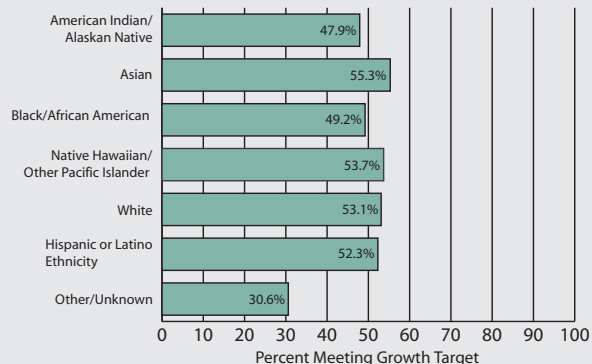
Ethnicity/Race Grade 7 Reading



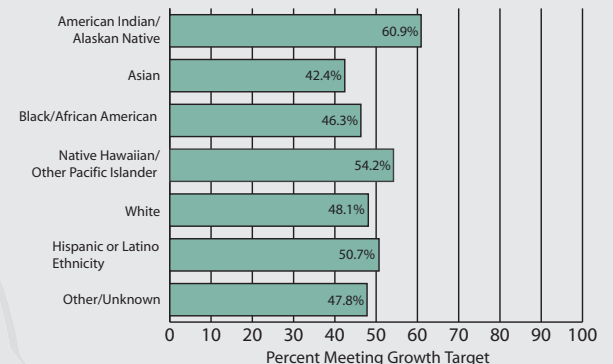
Ethnicity/Race Grade 8 Reading



Ethnicity/Race Grade 9 Reading



Ethnicity/Race Grade 10 Reading

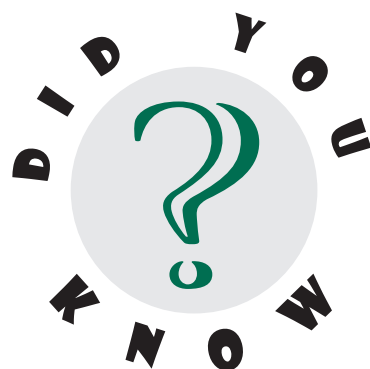
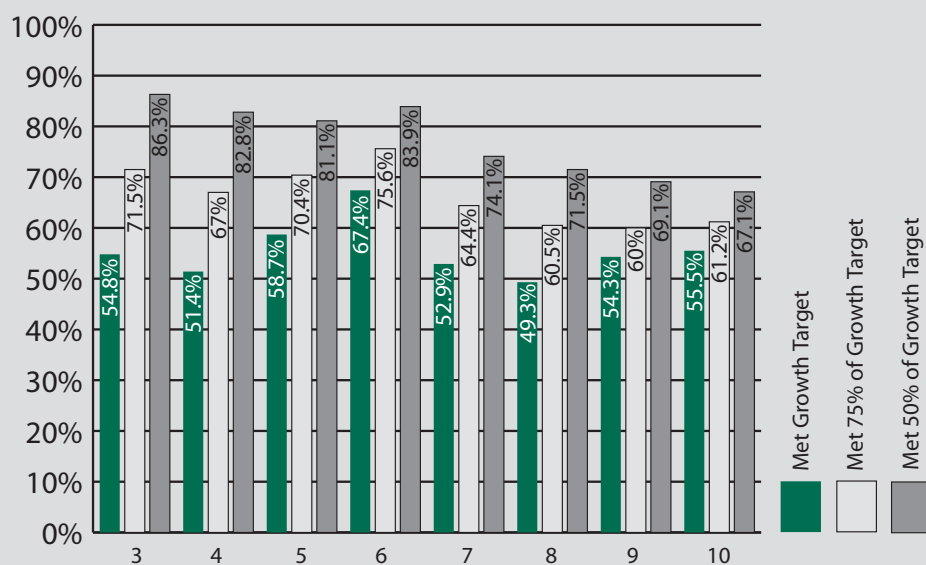


Statewide Math Results

An average 55.5% of students in grades 3-10 met their individual growth targets at the state level in mathematics. The largest percentage of students meeting their targets was in grade 6 at 67.4% and the lowest in 49.3% in grade 4. Male and female students had generally the same percent of students meeting their individual growth targets. The largest difference was roughly 2% in grades 3, 5 and 9. Hispanic or Latino Ethnicity students typically had a similar percentage of students meeting their individual growth targets as the state average except in grades 4 and 7. American Indian/Alaskan Native and Black/African American students had a lower percentage than

the state average in every grade 3-10, except in grade 6 for Black/African American students who exceeded the state percentage reaching the individual goals at 71.7% versus the state average of 67.4%. Asian students had a higher percentage reaching growth targets than the state average except in grade 3. LEP students in middle school and high school (grades 8-10) exceed the state percentage of students reaching individual growth targets. In addition, economically disadvantaged students in grades 3 and 8 also exceeded the state average.

Statewide Students Meeting Growth - Math

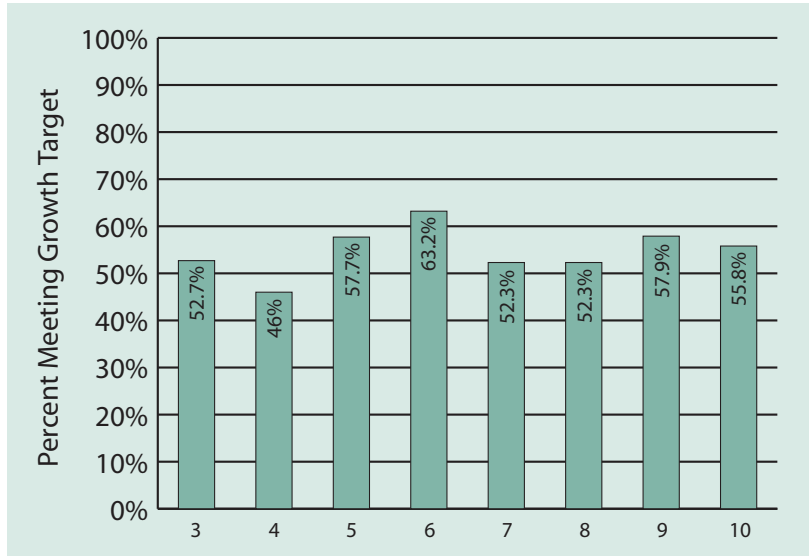


Students will take the Spring ISAT between April 11 and May 20, 2005.

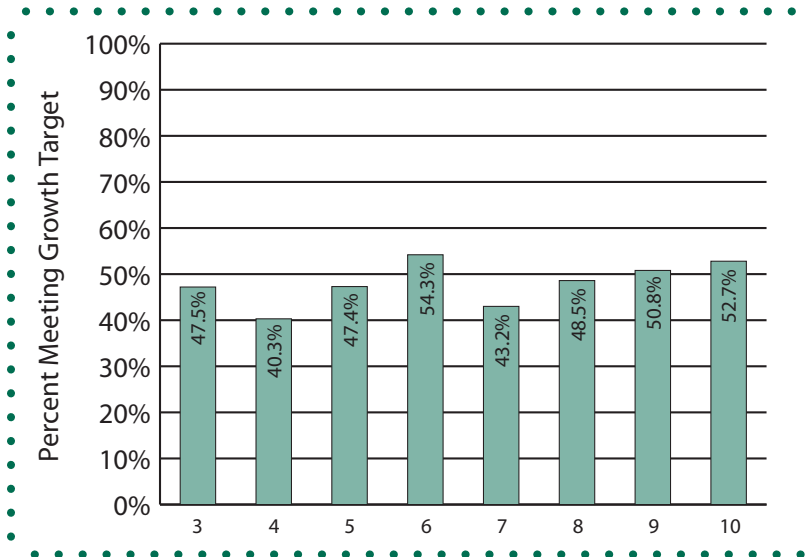
Math - Statewide Percent Meeting Growth by Gender



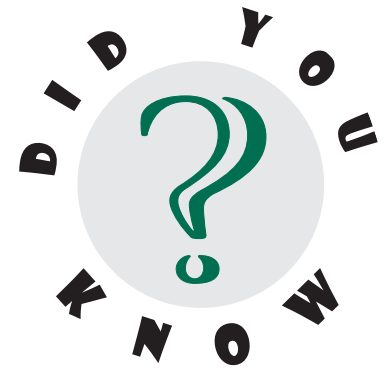
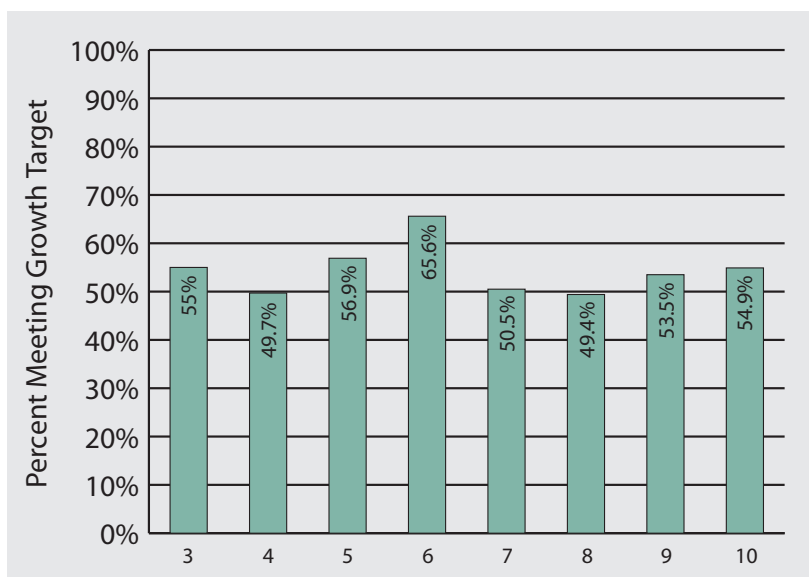
Limited English Proficiency



Students with Disabilities

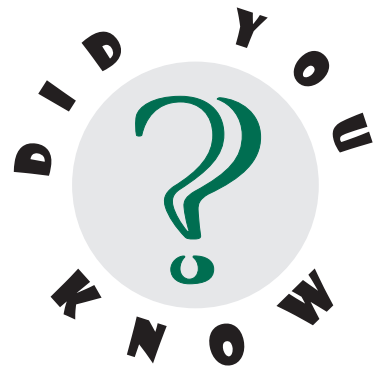


Economically Disadvantaged



Multiple statewide public hearings were conducted to receive input from Idaho citizens regarding the Idaho Achievement Standards.

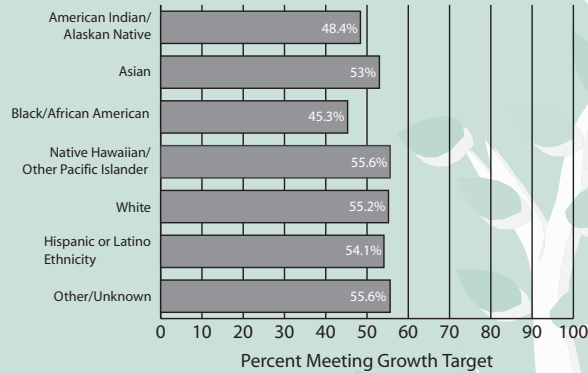
When reading the results of tables, it is important to keep in mind that there is no simple cause-and-effect relationship between membership in a subgroup and achievement on the ISAT.



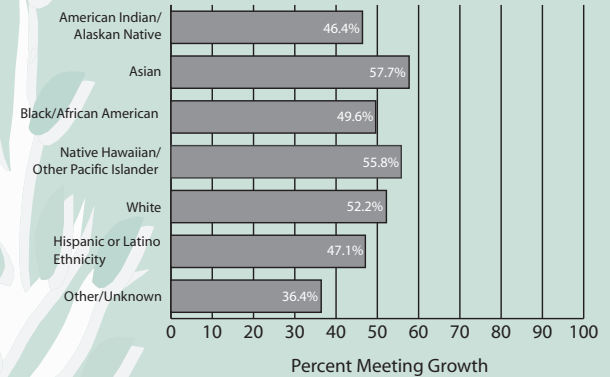
There are 112 school districts in the State of Idaho.

Math Results by Ethnicity

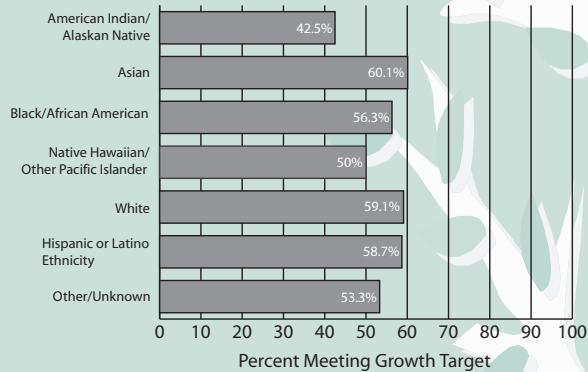
Ethnicity/Race Grade 3 Math



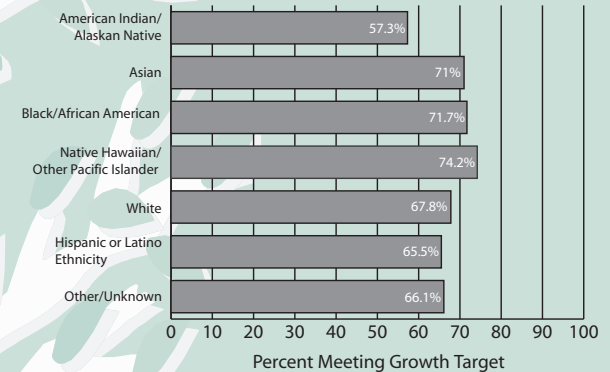
Ethnicity/Race Grade 4 Math



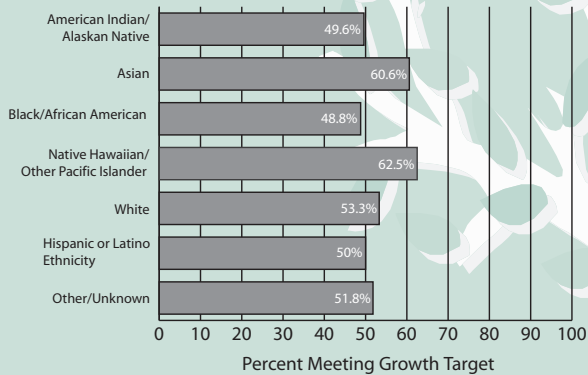
Ethnicity/Race Grade 5 Math



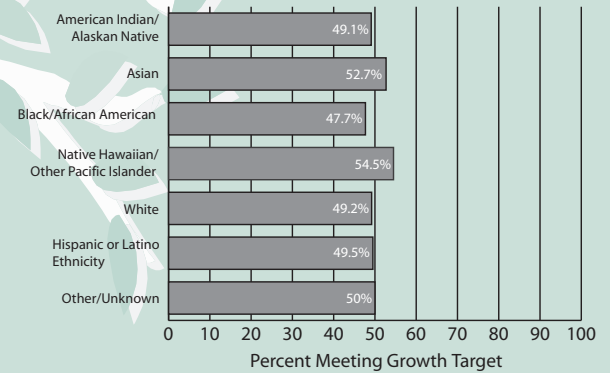
Ethnicity/Race Grade 6 Math



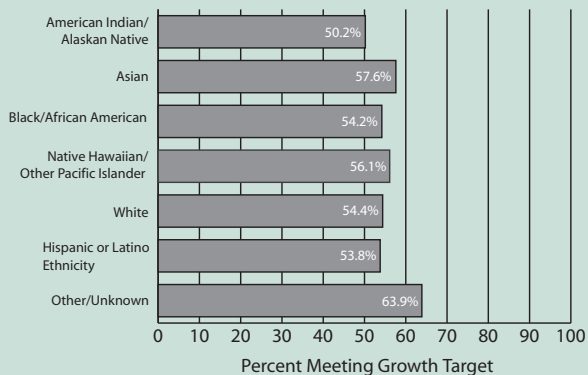
Ethnicity/Race Grade 7 Math



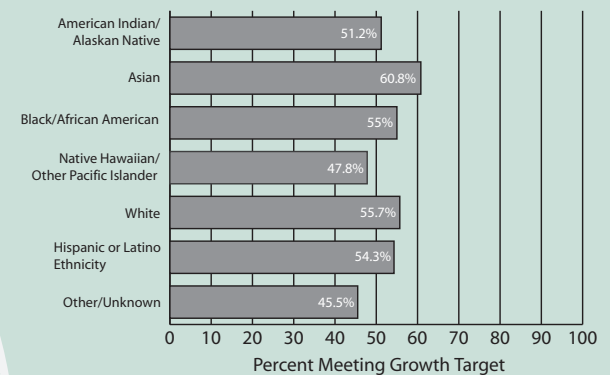
Ethnicity/Race Grade 8 Math



Ethnicity/Race Grade 9 Math

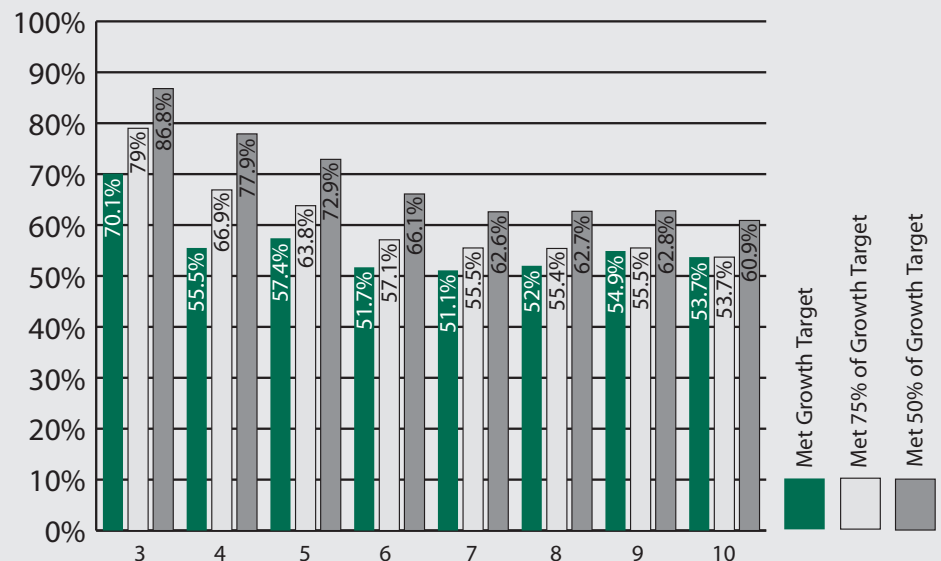


Ethnicity/Race Grade 10 Math

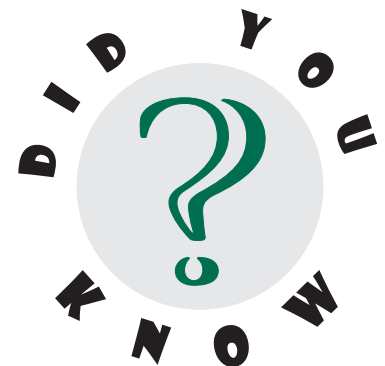
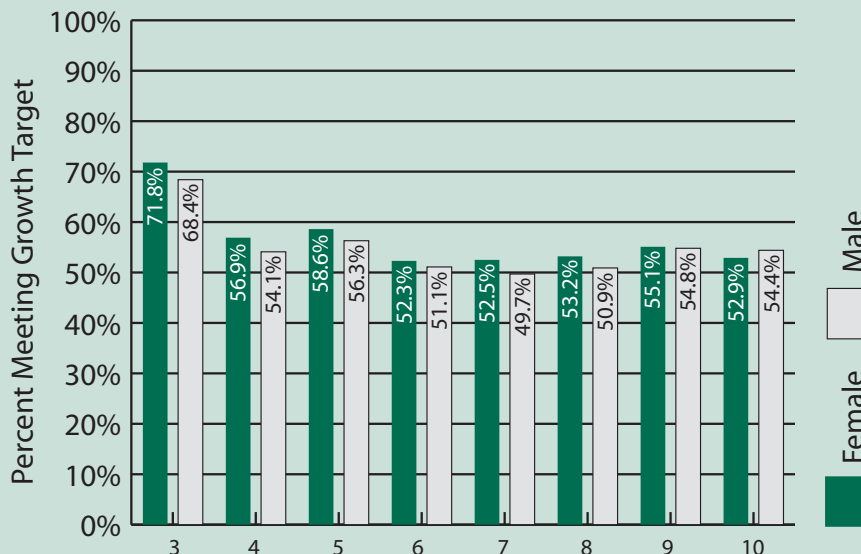


Language Usage had the highest average of students meeting growth targets at 55.8%. The highest percent of students reaching their growth target was in third grade with 70.1% of the students statewide. Students classified as economically disadvantaged, LEP or as students with disabilities, in 10th grade, exceeded the state average with 56.2%, 59.3% and 58.2% of the students reaching individual growth targets, respectively. LEP students saw larger than the state average growth in Language Usage in grades 6, 7, 8 and 9. Economically disadvantaged students in grades 8 and 9 also exceeded the state average percentage. Asian students exceed the percent in every grade from 3-10 reaching as high as 13.2% more than the state average. Generally, most ethnic and racial groups were closer to the state average percent with students classified as Hispanic/Latino Ethnicity exceeding the state average in grades 6, 7, 8, 9 and 10 by up to 5.8% in 10th grade. American Indian/Alaskan Native students had a lower percent of students meeting growth targets in grades 3, 4 and 5 but exceeded the state average percent in grades 6, 7, 8, 9 and 10. Female students had a higher average percentage of students meeting individual growth targets than the state average and than male students at every grade except 10th grade.

Statewide Students Meeting Growth - Language Usage

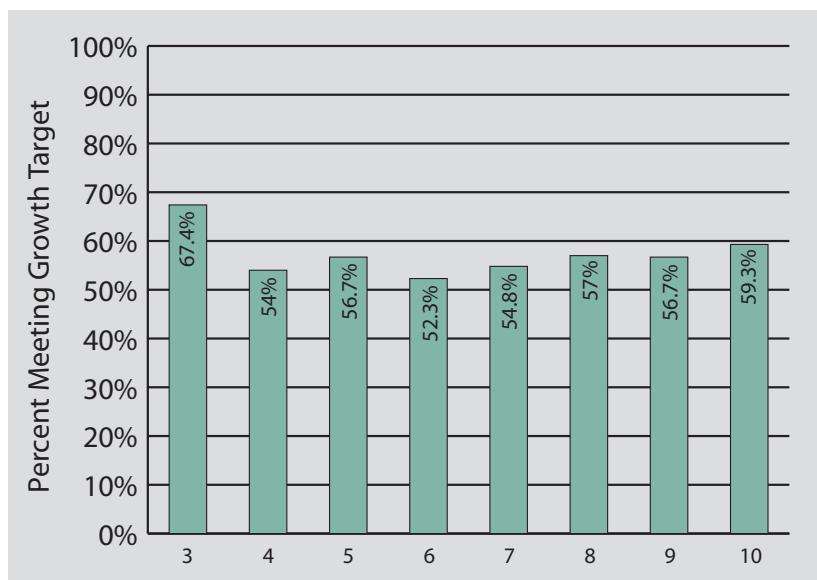


Language Usage - Statewide Percent Meeting Growth by Gender

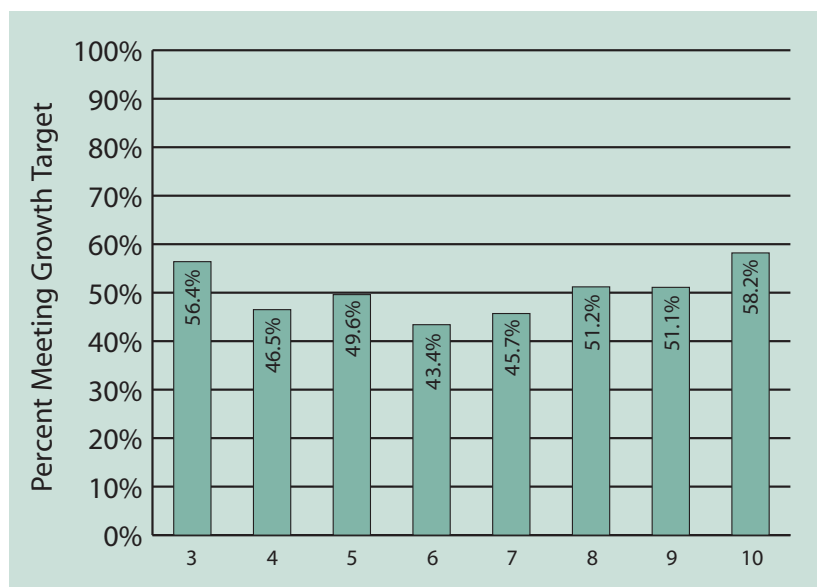


Much more information is available on our website: <http://www.boardofed.idaho.gov>

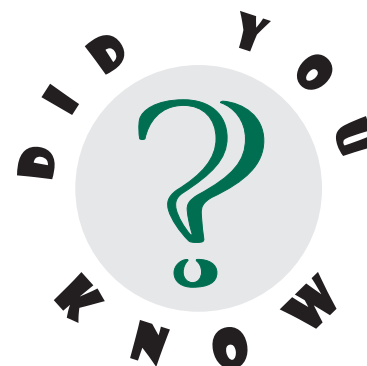
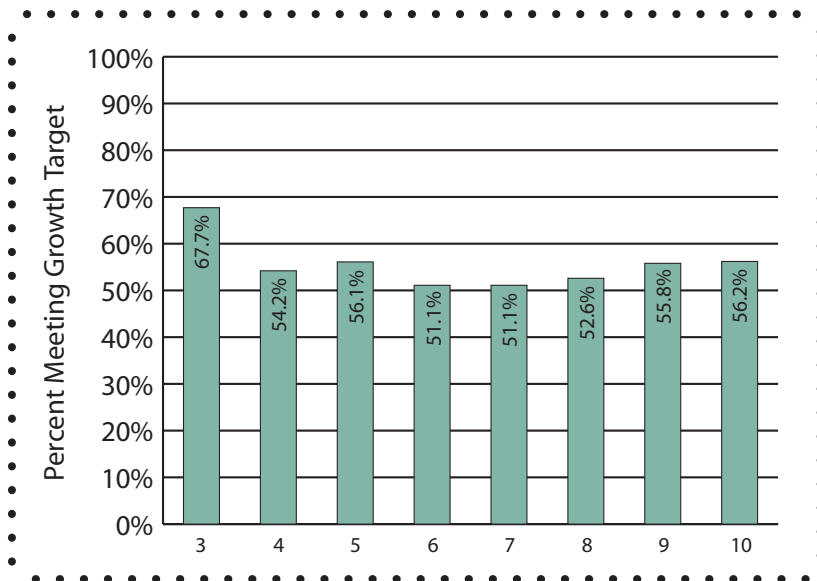
Limited English Proficiency



Students with Disabilities

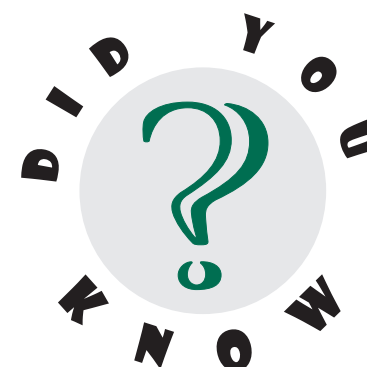


Economically Disadvantaged



The state allows testing accommodations for students with disabilities and students identified as limited English proficient.

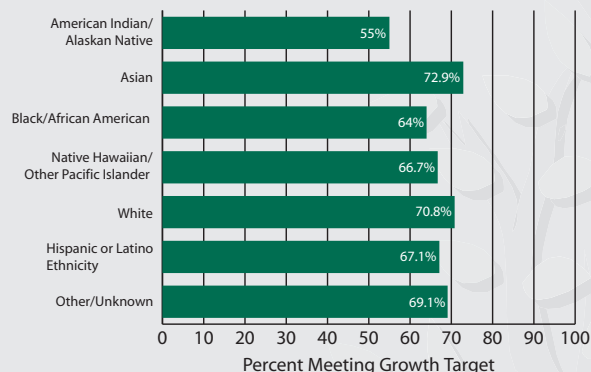
When reading the results of tables, it is important to keep in mind that there is no simple cause-and-effect relationship between membership in a subgroup and achievement on the ISAT.



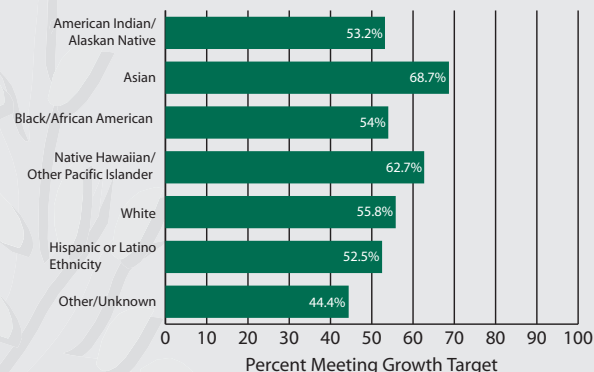
In Fall 2003 there were 252,037 students enrolled in public schools in Idaho.

Language Usage Results by Ethnicity

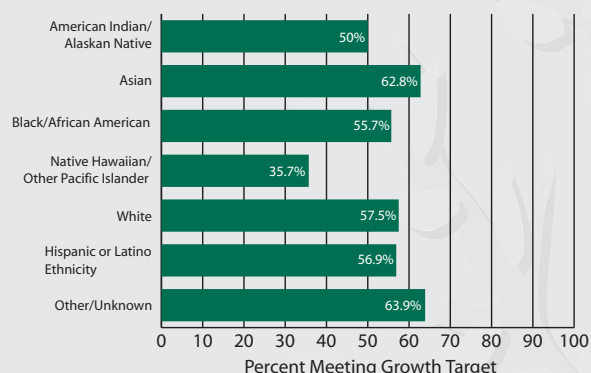
Ethnicity/Race Grade 3 Language Usage



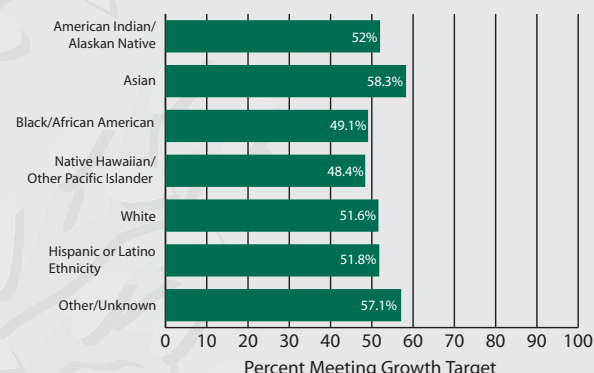
Ethnicity/Race Grade 4 Language Usage



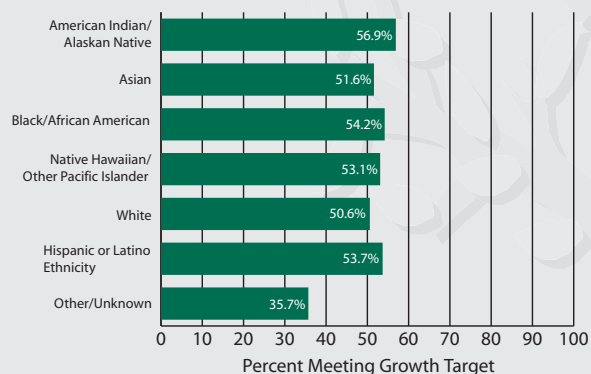
Ethnicity/Race Grade 5 Language Usage



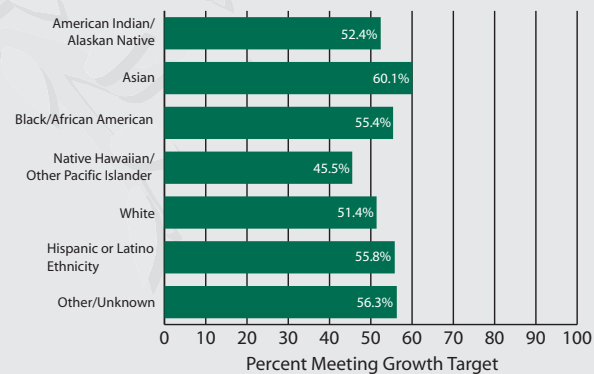
Ethnicity/Race Grade 6 Language Usage



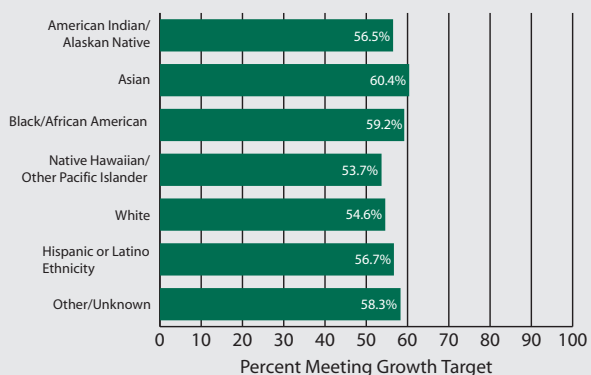
Ethnicity/Race Grade 7 Language Usage



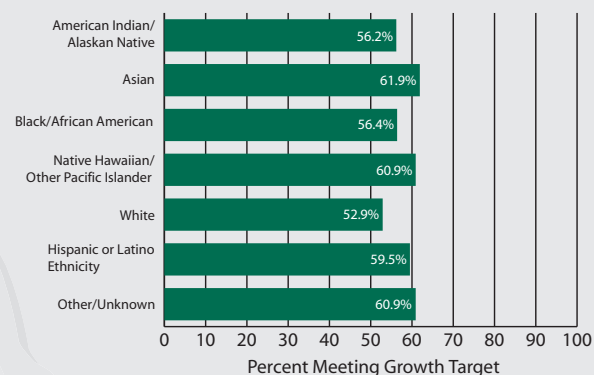
Ethnicity/Race Grade 8 Language Usage



Ethnicity/Race Grade 9 Language Usage



Ethnicity/Race Grade 10 Language Usage



FAQ

Frequently Asked Questions

R;! What is the difference between Adequate Yearly Progress and growth?

B;! Growth is a measurement that outlines how much a student has learned. In the case of the ISAT, that knowledge is measured on the RIT scale in terms of points. For example, a student grew four RIT points over a year. Growth can be calculated between any two testing seasons. Adequate Yearly Progress (AYP) is a calculation considering many factors, but primarily the percent of students reaching proficiency. The AYP formula also has targets for graduation rates and the percent of students tested. AYP is calculated in the spring of each school year.

R;! What resources are available to learn more about ISAT and the testing process?

B;! The Assessment and Accountability program within the Office of the State Board of Education has a website that includes important information. The website is updated as new information is available:
<http://www.boardofed.idaho.gov/saa/>

R;! Are all students in public schools required to take the tests?

B;! According to Idaho Administrative Code, IDAPA 08.02.03.111.04: "Testing Population. All students in Idaho public schools, grades kindergarten through ten (K-10) are required to participate in the comprehensive assessment program approved by the State Board of Education."

R;! Are test questions available for review?

B;! Test questions are kept secure and not available for public dissemination. Each test question goes through a lengthy and expensive process to become part of the item bank from which test questions can be drawn. The State Board of Education is committed to keeping testing costs low and so does not release items.

R;! Who can I contact if I can't find the answer to my questions?

B;! There are several valuable sources for information. The websites for the Assessment and Accountability program and the State Department of Education provide a wide range of information. Parents are encouraged to talk to educators and administrators in their student's school about any concerns. The Test Coordinator for each School District is specially trained in administering the ISAT and will be able to many answer questions. Questions may also be submitted to the Office of the State Board of Education Assessment and Accountability Program at:
accountability@osbe.state.id.us.

R;! What options are available for remediation or advancement?

B;! Each School District has the flexibility and discretion about the type and frequency of remediation or advancement programs available for students. The State Board of Education implemented a program called IPLN (Idaho Plato learning Network) in August 2004 that is a computer-assisted remediation or advancement program. All Idaho districts are eligible to use this program. For more information about options in your district, please contact the district office.

Contact Us

Idaho State Board of Education
650 West State Street, Room 307
Boise, Idaho 83720
Ph: (208) 334-2270 • Fx: (208) 334-2632
Email: accountability@osbe.state.id.us
Website: www.boardofed.idaho.gov
Carissa Miller, Program Manager
Luci Willits, Communication Officer

A Letter From the President



Roderic Lewis

Growth in performance is a sign of a successful business. A sign of a successful education system is growth in student achievement. The State Board of Education continues to be focused not only on assisting students to reach proficiency, but to ensure student performance is enhanced everyday.

The Idaho Standards Achievement Tests (ISAT) help measure academic progress to ensure students are learning on a daily basis. As a tool to improve student achievement, the ISAT is individualized for every student. The ISAT, administered in the fall, is adaptive, meaning students answer questions based on their abilities. Questions are selected based on responses provided by the student. Simply stated: the ISAT fits the test to the student, not the student to the test. Because ISAT is built on a continuous scale, we can more easily track student progress from year to year.

The State Board's commitment to measuring growth in student achievement has inspired a new statewide report. For the first time, the Fall 2004 ISAT statewide results will be reported in terms of the percentage of students meeting their individual growth targets. By releasing the fall results in terms of growth in student achievement, we will be better positioned to evaluate overall student performance.

Improving student achievement involves partnerships. Students, teachers, parents and policy makers must work together to create an environment that fosters excellence. We are thankful to the all of those who work with students everyday to ensure they have the skills to succeed.

Roderic Lewis

State Board of Education President

Idaho State Board of Education
P.O. Box 83720
Boise, Idaho 83720-0037

PRSRT STD
U.S. POSTAGE
PAID
PERMIT NO.1
BOISE, ID